



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2007 (Reports Revised October 2007)
ID: 12651879
District: MSAD 74
School: Carrabec Community School

Contents of the Report

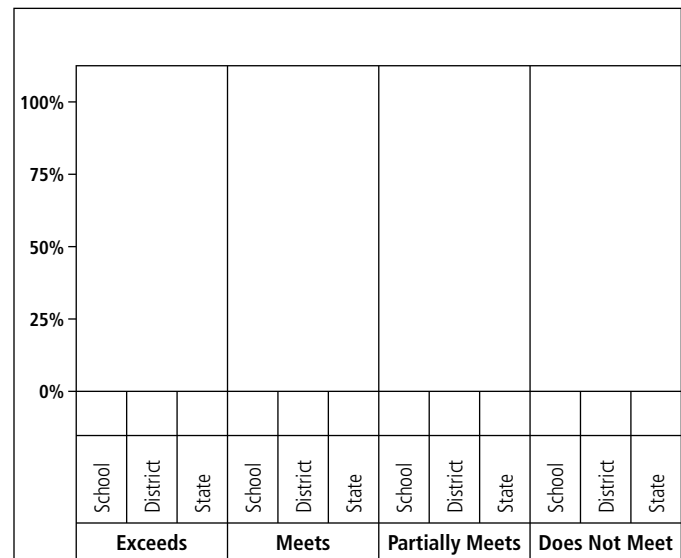
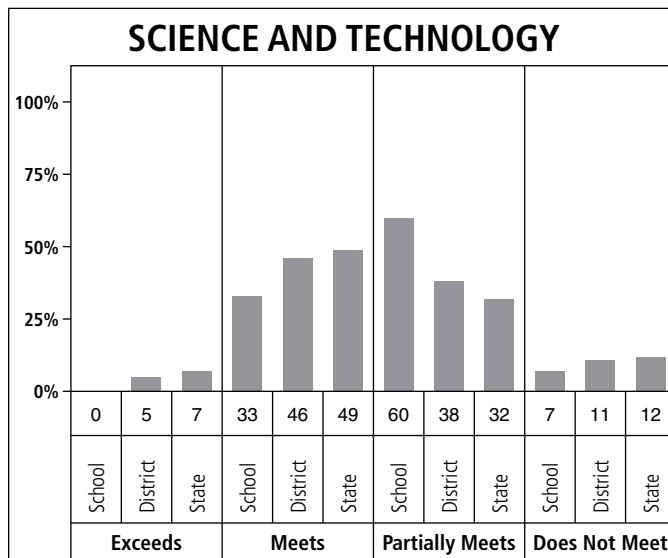
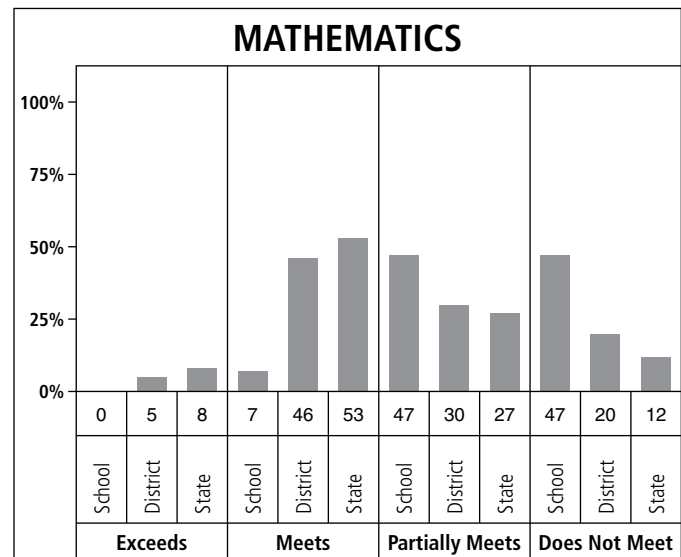
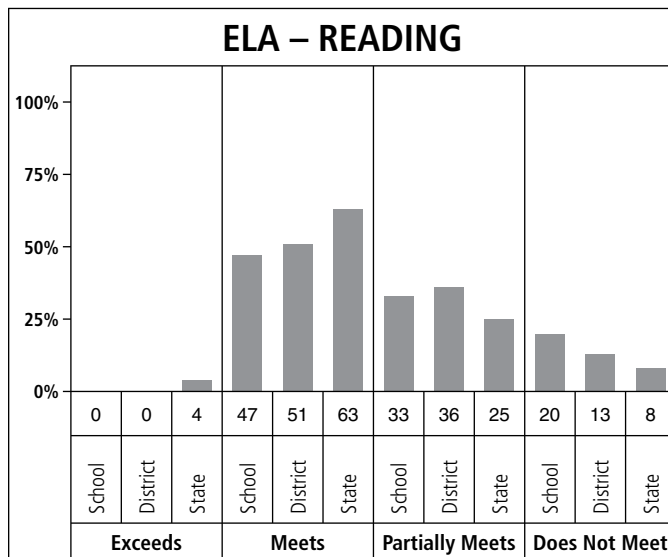
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Date: March 2007
 Grade: 4
 District: MSAD 74
 School: Carrabec Community School

Summary of School, District, and State Scores			
Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg.*	444 439 441	445 442 443	444 445 444
Mathematics 2005–2006 2006–2007 Cum. Avg.*	444 432 438	447 442 445	444 445 444
Science & Technology 2005–2006 2006–2007 Cum. Avg.*	440 439 440	445 442 444	444 444 444



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 4
 District: MSAD 74
 School: Carrabec Community School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics						Science and Technology											
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		16	100	62	100	14184	100	16	100	62	100	14078	99	16	100	62	100	14078	99	16	100	62	100	14057	99						
Ethnicity	African American	0	0	0	0	391	3	0	0	0	0	385	99	0	0	0	0	387	99	0	0	0	0	377	97						
	American Indian/Native Alaskan	0	0	2	3	117	1	0	0	2	100	112	97	0	0	2	100	112	97	0	0	2	100	112	97						
	Asian/Pacific Islander	0	0	0	0	204	1	0	0	0	0	204	100	0	0	0	0	204	100	0	0	0	0	204	100						
	Hispanic	0	0	1	2	171	1	0	0	1	100	171	100	0	0	1	100	170	99	0	0	1	100	169	99						
	White	16	100	59	95	13295	94	16	100	59	100	13204	99	16	100	59	100	13203	99	16	100	59	100	13193	99						
	Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33						
Identified disability		8	50	22	35	2538	18	8	100	22	100	2508	99	8	100	22	100	2509	99	8	100	22	100	2502	99						
Current LEP		0	0	0	0	302	2	0	0	0	0	298	99	0	0	0	0	300	99	0	0	0	0	289	96						
Economically disadvantaged		9	56	35	56	5522	39	9	100	35	100	5468	99	9	100	35	100	5467	99	9	100	35	100	5450	99						
Migrant		0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	8	50	40	65	10869	77	8	50	41	66	10883	77	8	50	41	66	10890	77						
Identified disability (PET/IEP)	0	0	6	15	435	4	0	0	6	15	445	4	0	0	6	15	453	4						
LEP	0	0	0	0	133	1	0	0	0	0	124	1	0	0	0	0	126	1						
504 plan	0	0	0	0	122	1	0	0	0	0	122	1	0	0	0	0	123	1						
Participation with accommodations	7	44	21	34	3019	21	7	44	20	32	3029	21	7	44	20	32	3014	21						
Identified disability (PET/IEP)	7	100	15	71	1897	63	7	100	15	75	1903	63	7	100	15	75	1900	63						
LEP	0	0	0	0	151	5	0	0	0	0	172	6	0	0	0	0	160	5						
504 plan	0	0	0	0	62	2	0	0	0	0	62	2	0	0	0	0	61	2						
Other	0	0	6	29	941	31	0	0	5	25	924	31	0	0	5	25	925	31						
Participation through alternate assessment (PAAP)	1	6	1	2	180	1	1	6	1	2	166	1	1	6	1	2	153	1						
Identified disability (PET/IEP)	1	100	1	100	175	97	1	100	1	100	161	97	1	100	1	100	149	97						
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	17	0	0	0	0	0	19	0	0	0	0	0	19	0						
Non-participation – other	0	0	0	0	89	1	0	0	0	0	87	1	0	0	0	0	108	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 74
School:	Carrabec Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006 2006-2007 Cum. Avg.	0	0	2	3	601	4
		0	0	0	0	507	4
		0	0	1	2	554	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006 2006-2007 Cum. Avg.	9	64	39	65	7910	57
		7	47	31	51	8749	63
		8	53	35	57	8330	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006 2006-2007 Cum. Avg.	5	36	15	25	3970	29
		5	33	22	36	3467	25
		5	33	19	31	3719	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006 2006-2007 Cum. Avg.	0	0	4	7	1421	10
		3	20	8	13	1165	8
		2	13	6	10	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	25.9	54.0	28.0	58.3	31.0	64.6
Literary Text	24	50	13.9	57.9	15.0	62.5	16.4	68.3
Informational Text	24	50	12.0	50.0	13.0	54.2	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: MSAD 74
 School: Carrabec Community School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15	0	0	7	47	5	33	3	20	439	61	0	51	36	13	442	13888	4	63	25	8	445
Ethnicity																						
African American	0										0						372	0	44	31	25	437
American Indian/Native Alaskan	0										2						110	1	49	34	16	441
Asian/Pacific Islander	0										0						200	4	66	22	9	446
Hispanic	0										1						166	0	51	37	12	441
White	15	0	0	7	47	5	33	3	20	439	58	0	52	34	14	442	13038	4	64	25	8	445
Not Reported	0										0						2					
Identified disability																						
Yes	7	0	0	2	29	2	29	3	43	436	21	0	38	38	24	439	2332	1	34	41	25	438
No	8	0	0	5	63	3	38	0	0	442	40	0	58	35	8	443	11556	4	69	22	5	447
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	0										0						279	0	31	36	33	435
Economically disadvantaged																						
Yes	9	0	0	3	33	3	33	3	33	437	35	0	46	37	17	441	5368	1	52	33	14	442
No	6	0	0	4	67	2	33	0	0	443	26	0	58	35	8	443	8520	5	70	20	5	447
Migrant																						
Yes	0										0						4					
No	15	0	0	7	47	5	33	3	20	439	61	0	51	36	13	442	13884	4	63	25	8	445
Gender																						
Female	7	0	0	4	57	3	43	0	0	442	25	0	52	48	0	443	6719	5	65	23	8	446
Male	8	0	0	3	38	2	25	3	38	437	36	0	50	28	22	441	7167	3	61	27	9	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	2										15	0	20	60	20	438	1864	0	38	44	18	439
No	13	0	0	7	54	3	23	3	23	439	46	0	61	28	11	443	12024	4	67	22	7	446
Gifted/talented program																						
Yes	0										0						402	19	80	0	0	457
No	15	0	0	7	47	5	33	3	20	439	61	0	51	36	13	442	13486	3	62	26	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: MSAD 74
School: Carrabec Community School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	13	0	0	0	0	0	0	2	100	428	3	0	0	0	100	428	5	1	45	33	21	440
B. less than one hour	47	0	0	3	43	4	57	0	0	440	62	0	53	39	8	443	76	4	64	24	7	446
C. one to two hours	27	0	0	3	75	1	25	0	0	445	28	0	59	35	6	443	18	4	65	24	7	446
D. more than two hours	13	0	0	1	50	0	0	1	50	438	7	0	25	25	50	430	2	3	43	32	23	440
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	0	0	2	40	1	20	2	40	439	36	0	55	27	18	442	31	5	67	20	7	447
B. They match some of what I have learned.	40	0	0	4	67	2	33	0	0	441	41	0	60	40	0	443	51	3	67	24	6	446
C. They match just a little of what I have learned.	20	0	0	1	33	1	33	1	33	439	16	0	30	30	40	437	13	1	49	34	15	441
D. There is no match.	7	0	0	0	0	1	100	0	0	434	7	0	25	75	0	438	5	1	37	39	22	439
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	0	0	3	75	0	0	1	25	444	38	0	65	26	9	446	36	6	70	17	6	448
B. good	53	0	0	4	50	3	38	1	13	439	36	0	45	45	9	440	49	3	63	27	7	445
C. fair	20	0	0	0	0	2	67	1	33	433	21	0	38	38	23	439	13	1	49	36	14	441
D. poor	0										5	0	33	33	33	434	2	0	32	38	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	13	0	0	1	50	1	50	0	0	439	10	0	50	33	17	440	16	1	47	35	17	441
B. about the same as my regular schoolwork	67	0	0	5	50	4	40	1	10	441	66	0	58	35	8	443	61	4	67	23	6	446
C. easier than my regular schoolwork	20	0	0	1	33	0	0	2	67	434	25	0	33	40	27	437	23	3	64	24	8	445
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	27	0	0	1	25	2	50	1	25	437	19	0	27	55	18	439	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	53	0	0	5	63	3	38	0	0	443	58	0	56	38	6	443	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	20	0	0	1	33	0	0	2	67	434	24	0	57	21	21	442	36	6	71	17	6	448
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	2	100	0	0	0	0	447	23	0	43	43	14	440	18	6	66	21	7	447
B. 20 minutes to an hour	27	0	0	1	25	2	50	1	25	440	33	0	65	30	5	445	55	4	67	22	6	446
C. less than 20 minutes	40	0	0	4	67	2	33	0	0	440	25	0	60	33	7	442	14	1	57	29	13	442
D. I rarely read at home.	20	0	0	0	0	1	33	2	67	432	20	0	25	42	33	437	13	1	49	36	13	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	50	0	0	5	71	2	29	0	0	443	40	0	58	29	13	443	23	3	54	31	12	443
B. six to ten pages	21	0	0	0	0	1	33	2	67	432	30	0	50	39	11	443	26	3	63	26	8	445
C. eleven or more pages	29	0	0	2	50	1	25	1	25	439	30	0	44	39	17	439	51	4	68	21	6	447
Optional school/district question																						
A.	0										100	0	0	0	100	424						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 74
School:	Carrabec Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	6	10	1294	9
	2006-2007	0	0	3	5	1054	8
	Cum. Avg.	0	0	5	8	1174	8
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	10	67	34	56	7000	50
	2006-2007	1	7	28	46	7394	53
	Cum. Avg.	6	38	31	50	7197	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	4	27	16	26	3784	27
	2006-2007	7	47	18	30	3729	27
	Cum. Avg.	6	38	17	27	3757	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	1	7	5	8	1894	14
	2006-2007	7	47	12	20	1735	12
	Cum. Avg.	4	25	9	15	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.8	45.3	9.1	60.7	10.1	67.3
Cluster 2: Shape and Size	14	29	6.7	47.9	8.0	57.1	8.6	61.4
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.7	74.0	3.6	72.0
Cluster 4: Patterns	14	29	5.7	40.7	8.5	60.7	8.9	63.6

- Cluster 1: Numbers and Operations**
 - A. Numbers and Number Sense
 - B. Computation
 - I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 - E. Geometry
 - F. Measurement
- Cluster 3: Mathematical Decision Making**
 - C. Data Analysis and Statistics
 - D. Probability
- Cluster 4: Patterns**
 - G. Patterns, Relations, and Functions
 - H. Algebra Concepts
 - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: MSAD 74
 School: Carrabec Community School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15	0	0	1	7	7	47	7	47	432	61	5	46	30	20	442	13912	8	53	27	12	445
Ethnicity																						
African American	0										0						381	2	33	31	34	435
American Indian/Native Alaskan	0										2						110	1	58	30	11	443
Asian/Pacific Islander	0										0						202	9	57	22	11	447
Hispanic	0										1						166	2	44	37	17	441
White	15	0	0	1	7	7	47	7	47	432	58	5	45	31	19	442	13051	8	54	27	12	445
Not Reported	0										0						2					
Identified disability																						
Yes	7	0	0	0	0	4	57	3	43	430	21	5	33	38	24	439	2348	2	34	34	30	437
No	8	0	0	1	13	3	38	4	50	434	40	5	53	25	18	443	11564	9	57	25	9	446
Limited English proficient students																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	0										0						283	2	34	30	34	435
Economically disadvantaged																						
Yes	9	0	0	0	0	4	44	5	56	428	35	6	46	26	23	442	5379	3	44	34	19	440
No	6	0	0	1	17	3	50	2	33	437	26	4	46	35	15	442	8533	11	59	23	8	448
Migrant																						
Yes	0										0						4					
No	15	0	0	1	7	7	47	7	47	432	61	5	46	30	20	442	13908	8	53	27	12	445
Gender																						
Female	7	0	0	1	14	2	29	4	57	432	25	4	48	24	24	441	6727	7	53	27	13	444
Male	8	0	0	0	0	5	63	3	38	432	36	6	44	33	17	442	7183	8	54	26	12	445
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	2										15	7	47	13	33	439	1872	1	32	42	25	436
No	13	0	0	1	8	7	54	5	38	433	46	4	46	35	15	442	12040	9	56	24	10	446
Gifted/talented program																						
Yes	0										0						402	42	55	2	0	461
No	15	0	0	1	7	7	47	7	47	432	61	5	46	30	20	442	13510	7	53	28	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: MSAD 74
School: Carrabec Community School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	13	0	0	0	0	1	50	1	50	424	3	0	0	50	50	424	5	4	40	28	28	439
B. less than one hour	47	0	0	1	14	2	29	4	57	433	62	5	53	24	18	443	76	8	54	26	11	445
C. one to two hours	27	0	0	0	0	3	75	1	25	435	28	6	47	29	18	442	18	7	54	28	11	445
D. more than two hours	13	0	0	0	0	1	50	1	50	430	7	0	0	75	25	431	2	4	36	35	26	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	0	0	1	17	3	50	2	33	436	43	8	46	35	12	444	40	11	58	22	9	448
B. They match some of what I have learned.	27	0	0	0	0	1	25	3	75	427	33	0	65	15	20	442	46	6	54	29	11	444
C. They match just a little of what I have learned.	20	0	0	0	0	1	33	2	67	430	11	14	29	14	43	441	10	4	40	34	23	439
D. There is no match.	13	0	0	0	0	2	100	0	0	433	13	0	13	63	25	433	4	4	28	35	33	436
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	0	0	1	25	1	25	2	50	432	41	8	56	24	12	445	37	14	59	18	9	449
B. good	40	0	0	0	0	4	67	2	33	433	39	4	42	33	21	441	46	5	54	29	12	444
C. fair	33	0	0	0	0	2	40	3	60	430	18	0	36	27	36	436	14	2	42	38	19	440
D. poor	0										2	0	0	100	0	430	2	1	27	43	29	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	27	0	0	0	0	2	50	2	50	430	14	0	25	25	50	432	12	4	37	34	25	438
B. about the same as my regular schoolwork	60	0	0	1	11	4	44	4	44	434	58	9	47	26	18	444	62	7	56	27	10	445
C. easier than my regular schoolwork	13	0	0	0	0	1	50	1	50	425	29	0	53	35	12	442	26	11	56	23	10	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	0	0	0	0	0	0	2	100	426	18	0	36	27	36	435	21	6	47	29	18	442
B. two or three days a week	33	0	0	0	0	2	40	3	60	432	23	7	21	43	29	438	37	8	55	26	11	445
C. two or three times each month	20	0	0	1	33	2	67	0	0	441	42	8	72	20	0	449	34	9	57	26	9	446
D. never	33	0	0	0	0	3	60	2	40	429	17	0	30	30	40	436	8	6	46	30	18	442
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	0	0	0	0	1	100	428	7	0	25	25	50	435	4	2	33	34	31	436
B. two or three days a week	0										16	10	50	20	20	443	19	6	47	31	15	443
C. two or three times each month	13	0	0	0	0	0	0	2	100	428	46	7	64	21	7	447	56	9	58	24	8	447
D. never	80	0	0	1	8	7	58	4	33	433	31	0	21	47	32	435	21	6	50	28	16	443
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	40	0	0	1	17	1	17	4	67	429	21	0	38	23	38	437	8	3	39	35	24	438
B. 30–45 minutes	40	0	0	0	0	4	67	2	33	434	41	4	56	24	16	444	27	5	51	30	15	443
C. 45–60 minutes	13	0	0	0	0	1	50	1	50	429	30	11	39	39	11	443	40	9	57	25	10	446
D. more than 60 minutes	7	0	0	0	0	1	100	0	0	440	8	0	40	40	20	436	25	10	56	24	10	447
Optional school/district question																						
A.	0										100	0	0	0	100	428						
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 74
School:	Carrabec Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	4	7	751	5
	2006-2007	0	0	3	5	963	7
	Cum. Avg.	0	0	4	6	857	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	5	33	32	52	7251	52
	2006-2007	5	33	28	46	6824	49
	Cum. Avg.	5	33	30	48	7038	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	9	60	22	36	4514	32
	2006-2007	9	60	23	38	4382	32
	Cum. Avg.	9	60	23	37	4448	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	1	7	3	5	1458	10
	2006-2007	1	7	7	11	1735	12
	Cum. Avg.	1	7	5	8	1597	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	6.7	55.8	7.0	58.3	7.6	63.3
Cluster 2: Physical Sciences	12	25	8.7	72.5	8.9	74.2	8.8	73.3
Cluster 3: Earth and Space Sciences	12	25	5.3	44.2	6.2	51.7	6.8	56.7
Cluster 4: Nature and Implications of Science	12	25	7.2	60.0	7.8	65.0	7.8	65.0

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: MSAD 74
 School: Carrabec Community School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15	0	0	5	33	9	60	1	7	439	61	5	46	38	11	442	13904	7	49	32	12	444
Ethnicity																						
African American	0										0						371	2	29	39	30	435
American Indian/Native Alaskan	0										2						110	2	35	41	22	440
Asian/Pacific Islander	0										0						202	10	49	30	12	445
Hispanic	0										1						166	4	41	40	16	441
White	15	0	0	5	33	9	60	1	7	439	58	5	45	38	12	442	13053	7	50	31	12	444
Not Reported	0										0						2					
Identified disability																						
Yes	7	0	0	4	57	2	29	1	14	442	21	0	57	33	10	443	2353	3	33	39	25	438
No	8	0	0	1	13	7	88	0	0	436	40	8	40	40	13	441	11551	8	52	30	10	445
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	0										0						281	2	24	40	34	434
Economically disadvantaged																						
Yes	9	0	0	4	44	4	44	1	11	438	35	0	43	40	17	439	5370	3	41	37	19	440
No	6	0	0	1	17	5	83	0	0	439	26	12	50	35	4	446	8534	9	54	28	9	446
Migrant																						
Yes	0										0						4					
No	15	0	0	5	33	9	60	1	7	439	61	5	46	38	11	442	13900	7	49	32	12	444
Gender																						
Female	7	0	0	3	43	4	57	0	0	437	25	8	44	44	4	443	6720	7	48	32	13	443
Male	8	0	0	2	25	5	63	1	13	440	36	3	47	33	17	441	7182	7	50	31	12	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	2										15	0	27	47	27	434	1865	1	31	42	26	437
No	13	0	0	5	38	7	54	1	8	440	46	7	52	35	7	444	12039	8	52	30	10	445
Gifted/talented program																						
Yes	0										0						401	31	64	4	1	458
No	15	0	0	5	33	9	60	1	7	439	61	5	46	38	11	442	13503	6	49	32	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: MSAD 74
School: Carrabec Community School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	13 47 27 13	0 0 0 0	0 0 0 0	1 2 1 1	50 29 25 50	1 4 3 1	50 57 75 50	0 1 0 0	0 14 0 0	441 437 439 442	3 62 28 7	0 8 0 0	50 42 59 25	50 42 24 50	0 8 18 25	441 442 442 437	5 76 18 2	4 7 8 3	37 50 50 39	35 32 30 32	23 11 12 26	440 444 444 438
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	7 47 33 13	0 0 0 0	0 0 0 0	1 1 3 0	100 14 60 0	0 5 2 2	0 71 40 100	0 1 0 0	0 14 0 0	456 435 441 438	25 48 21 7	20 0 0 0	33 52 54 25	27 41 31 75	20 7 15 0	444 441 441 443	21 49 24 7	10 7 5 4	50 51 48 38	28 32 33 37	12 11 14 21	445 445 443 439
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	20 40 33 7	0 0 0 0	0 0 0 0	2 1 1 1	67 17 20 100	1 5 3 0	33 83 60 0	0 0 1 0	0 0 20 0	446 438 434 444	23 52 20 5	21 0 0 0	50 47 42 33	21 47 33 33	7 6 25 33	450 441 436 434	23 54 20 3	9 8 4 2	51 51 46 31	27 31 37 38	13 11 14 29	445 445 442 436
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 57 21	0 0 0	0 0 0	1 2 2	33 25 67	2 6 0	67 75 0	0 0 1	0 0 33	441 438 439	12 68 20	0 7 0	57 49 33	29 34 50	14 10 17	443 443 438	24 61 15	6 8 7	48 50 48	32 31 31	14 11 14	443 445 443
How often do you have science classes? A. every day B. a few times a week C. once a week D. a few times a month	40 53 7 0	0 0 0 0	0 0 0 0	2 2 1	33 25 100	4 5 0	67 63 0	0 1 0	0 13 0	439 437 446	38 42 3	4 4 0	52 44 50	35 36 0	9 16 50	444 440 432	26 53 10	7 8 4	48 51 45	32 31 32	13 11 18	444 445 442
Which statement best describes how you learn science? A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B, mostly A. D. I do a combination of A and B, mostly B.	40 40 7 13	0 0 0 0	0 0 0 0	4 0 0 1	67 0 0 50	1 6 1 1	17 100 100 50	1 0 0 0	17 0 0 0	441 436 434 443	34 24 27 15	5 0 6 11	50 36 38 56	30 64 38 22	15 0 19 11	442 442 442 442	23 26 28 24	5 4 10 9	45 44 53 54	35 37 28 27	15 16 10 10	442 442 446 446
Optional school/district question A. B. C. D.	0 0 0 0										100 0 0 0	0	0	0	100	420						